DOCUMENT RESUME

ED 162 706 JC 790 008

AUTHOR Friedlander, Jack
TITLE Using the Talents of Part-Time Faculty. Junior College Resource Review.
INSTITUTION California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Dec 78
NOTE 6p.

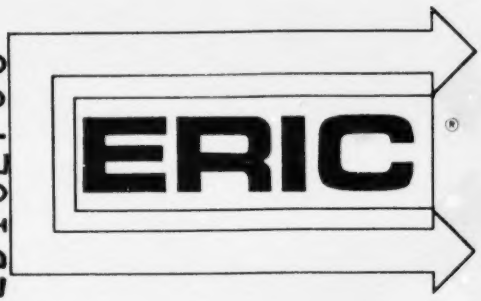
EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Administrative Policy; *College Faculty; Community Colleges; *Faculty Development; *Junior Colleges; *Literature Reviews; *Part Time Teachers; Teacher Administrator Relationship; Teaching Procedures; Teaching Quality
IDENTIFIERS Information Analysis Products

ABSTRACT

Although part-time instructors now account for over 56% of the total number of faculty members in the two-year college, little information exists on the impact this segment of the instructional staff has on the quality of a college's educational program. At most institutions, part-time instructors are not given the same opportunities, support services, or responsibilities as their full-time counterparts, and no research has been conducted on the effects these policies have on the instructors' ability to perform their roles effectively. A number of community colleges have instituted professional development programs for their part-time faculty in the form of handbooks, orientation programs, and in-service training. However, few evaluation reports are available on the extent to which these programs have helped participants develop personally or professionally. Research is needed to identify factors that enhance the contribution part-time faculty members can make to their students, colleagues, instructional programs, and the institution itself. A bibliography is included. (MB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED162706




JUNIOR COLLEGE RESOURCE REVIEW

December 1978

# USING THE TALENTS OF PART-TIME FACULTY

by JACK FRIEDLANDER

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 790 008

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES

Arthur M. Cohen, Principal Investigator and Director

ERIC®

JUNIOR COLLEGE RESOURCE REVIEW

December 1978

# USING THE TALENTS OF PART-TIME FACULTY

One of the most dramatic changes occurring in community colleges during the 1970s has been the rapid increase in the proportion of faculty who are teaching part-time. According to the *Community, Junior, and Technical College Directory* (American Association of Junior Colleges, 1972; American Association of Community and Junior Colleges, 1978), the number of faculty employed part-time increased from 48,572 in 1971 to 116,439 in 1977, a 140 percent increase in the use of part-time instructors, while those teaching full-time were growing at a rate of only 20 percent. In terms of percentages, the faculty employed in community colleges part-time has grown from 40 percent in 1971 to 56 percent in 1977. Thus, as noted by Hammons, Wallace, and Watts (1978), part-time instructors now comprise between 40 and 60 percent of the faculty at a significant number of colleges.

The rapid increase in the use of part-time instructors and the effects of this change on the quality of instruction provided by community colleges have generated much concern: Are community colleges effectively integrating part-time faculty into their instructional programs? Are the instructional practices of part-time faculty the same as those of the full-time staff? And what types of programs are being implemented by colleges to enhance the teaching effectiveness of their part-time instructors? Literature related to each of these questions will be reviewed in this paper.

## Orientation of Part-time Instructors

Several studies have centered on identifying policies that colleges have developed for their part-time faculty in such areas as recruitment, orientation, staff development, provision of support services, extra-instructional responsibilities, and evaluation. Among the first of these investigations was Kennedy's (1967) study of part-time instructors employed in 19 Illinois and 11 Maryland public junior colleges during the academic year 1964-1965. Among the findings reported were that only two colleges in each state had developed an orientation program for new part-time instructors, few part-time faculty attended orientation programs designed for the full-time staff, and systematic programs to evaluate the performance of part-time faculty members were virtually nonexistent. This absence of training and evaluation existed despite the fact that approximately 30 percent of the part-timers had no previous professional teaching experience when initially hired.

Bender and Breuder (1973) were interested in examining college policies for part-timers in those institutions which, according to the *1972 Junior College Directory* (American Association of Junior Colleges, 1972), employed more adjunct than full-time instructors. The results of this investigation showed that few colleges had developed appropriate plans for selecting, orienting, training, servicing, or supervising their part-time staff. Bender and Breuder concluded that "very little is done to assist part-time faculty to improve their instruction or to have a better understanding of the people they serve" (1973, p. 35).

Results of a statewide study concerned with working conditions of part-time faculty in California's community colleges are reported in papers prepared by Guichard and Others (1975), Sewell and Others (1976), and Petersen and Others (1976). Studies revealed that most of the California community colleges did not provide their part-time instructors with inservice faculty development programs, office space, or the opportunity to participate in campus or departmental decisions. In addition, at many of these colleges, the hiring and evaluation practices used for part-time instructors differed from those applied to the full-time staff.

## Extra-classroom Responsibilities of Part-time Instructors

In addition to course preparation and in-class instruction, the responsibilities of full-time faculty members also include counseling and advising, office hours, professional growth, committee work, departmental meetings, and curriculum development. To what extent are part-time instructors expected to assume these tasks? Sewell and Others (1976) reported that 62 percent of the California community colleges surveyed did not require their part-time instructors to assume any duties beyond classroom preparation and in-class instruction. Office hours, orientation meetings, and departmental meetings were the most usual responsibilities required for their part-time instructors by the remaining colleges in the California survey. However, the majority of these institutions (68%) did not compensate their part-time staff for participating in these activities. Similar findings have been reported in studies conducted by Ferris (1976), Marsh and Lamb (1975), and Moe (1977).

At many colleges part-time instructors are not provided with adequate orientation; are not encouraged to participate in faculty development and training programs; are not given full access to the college's support services; are not supplied with office space in which to work or meet with students; have insufficient opportunities to work with peers, administrators, or support service personnel; are not compensated for course-related activities outside the classroom; are not evaluated in a systematic manner; and are not offered with adequate incentives to increase their contributions as teachers, members of the college community, or professionals in an academic discipline. Surprisingly, research on the effects of these practices on the quality of instruction provided by an institution has yet to be conducted.

## Instructional Practices of Part-time and Full-time Faculty

The question of whether the instruction provided by part-time faculty members is the same as that provided by their full-time counterparts has been the topic of considerable debate. Claims and counterclaims on whether part-time instructors are more effective teachers than full-time instructors are presented in Lombardi's (1975) comprehensive literature review of part-time faculty in community colleges. Lombardi noted that the writers on both sides of this controversy have yet to produce any statistical evidence that full-time faculty are any more effective than part-time faculty or vice versa.

Friedlander (1979) was interested in comparing the instructional-related practices of part-time and full-time instructors in community colleges. Data obtained from three nationwide studies of two-year college instructors conducted by the Center for the Study of Community Colleges (Cohen, 1978; Cohen and Brawer, 1977; Cohen and Hill, 1978) showed that part-time faculty differed from full-time faculty on nearly all of the measures related to instructional practices. They had less teaching experience; less influence on the selection of materials used in their course; used less instructional media; recommended or requested students to attend fewer out-of-class activities; administered fewer tests; required fewer pages to be read and fewer written assignments; and participated in fewer development activities. The investigation cited a number of institutional factors that may have contributed to the differences between the two groups.

## Problems in Implementing Faculty Development Programs

A theme appearing in much of the literature on part-time faculty is the need for colleges to provide their adjunct instructors with opportunities to grow professionally and become active and integral parts of the planning and implementing of an institution's educational program. In order to approach this objective, Grymes ([1977]), Moe (1977), Hammons, Wallace, and Watts (1978), along with other writers on this subject have recommended that colleges provide their part-time instructors with such services as: a handbook, orientation, inservice training, full-time instructors' liaison, workshops, newsletters, seminars, participation in departmental affairs and curriculum decisions, incentives for professional development activities, and systematic evaluations of their performance. The extent to which colleges have implemented these recommendations is reflected in the following observation made by Grymes:

> "In light of the large numbers of adjunct instructors being utilized throughout the United States, there appears to be surprisingly few attempts to provide training for them. A rather extensive research effort has failed to discover a single in depth, on-going, in-service training program for adjunct faculty members. The most ambitious programs consist of little more than a brief orientation session at the beginning of the academic term and, perhaps, a handbook" ([1977], p. 5).

Some support for Grymes' observation can be found in Moe's (1977) study of professional development programs for part-time instructors at colleges with a headcount enrollment of more than five thousand. The researcher found that 41 percent of the respondents (deans of instruction) indicated that their college was experiencing difficulties in administering professional development programs for their part-time instructors. Among the problems cited were time limitations of both the part-time instructors and the staff administering the programs; low attendance at programs planned; participation not required; and difficulty in finding a suitable time to present programs. Despite these obstacles, a number of community colleges have developed programs and services for their part-time instructors. Examples of such programs in the areas of adjunct faculty handbooks, orientation sessions and inservice training workshops are presented below.

## Professional Development Programs for Part-time Faculty

*Adjunct Faculty Handbooks.* As Hammons, Wallace, and Watts (1978) have noted, the adjunct faculty handbook represents one method colleges can use to impart important information with which the part-time instructor should be familiar. The part-time faculty handbook used at Montgomery College (1975) was designed to introduce part-time faculty to the philosophy, objectives, and academic standing of the college; to acquaint them with the resources available (e.g., college facilities, special equipment, and college services); and to inform part-time instructors of the policies, procedures, and responsibilities to perform their jobs effectively (e.g., grading, academic regulations, graduation requirements, counseling). Other examples of part-time faculty resource books that are available in ERIC are those used at College of the Mainland (1976), Clark Technical College (1977), and Behm's (1977) comprehensive outline of a handbook for adjunct instructors.

*Orientation Programs.* The orientation programs for part-time instructors employed at both Northern Virginia Community College (Ernst and MacFarlane, 1978), and Hagerstown Junior College (Harris, 1975) are designed to introduce the part-time instructors to the college personnel with whom they will come in contact; to review information covered in the adjunct faculty handbook (e.g., course syllabi, grading procedures, examinations, clerical services); to provide opportunities for these instructors to meet with department chairpersons and regular faculty members to clarify discipline questions and discuss departmental matters; and to initiate communications that will continue throughout the term. A unique feature of Northern Virginia Community College's program is that the division chairpersons and program heads at each of its five campuses are in charge of the orientation sessions for their adjunct instructors.

*Inservice Training.* Developing inservice training programs to meet the continuing needs of adjunct instructors is an approach that has been proposed to assist this group to improve their teaching skills and to broaden their understanding of the educational environment in which they work. The inservice training programs used at Richland College and at Burlington County College are described in a paper by Hammons, Wallace, and Watts (1978) entitled *Staff Development in the Community College: A Handbook.*

The objectives of Richland's faculty development programs are to familiarize the part-time instructors with "community college philosophy, objectives, and procedures; student characteristics; the importance of both affective and cognitive components of learning; teaching for developmental learning; administrative structure and support services; common barriers to learning; management of learning; counseling and communication techniques; and the Learning Resource Center role and function" (Hammons, Wallace, and Watts, 1978, p. 43). These topics are presented to the part-time instructors through a combination of orientation sessions, independent study packages, weekend seminars, and inservice training programs.

The topics presented at Burlington County College's Adjunct Training Institute are very similar to those covered at Richland College. Incentives in the form of advances in seniority, rank, and salary are used to encourage participation in the college's professional development programs.

Also available in ERIC are descriptions of the curricula for adjunct faculty development programs developed at the Maricopa County Community College District (Lombardi, 1976), and at Seminole Community College (Elwood, 1976). The staff training program at Seminole Community College is divided into six sessions of two and one-half hours each. The topics of these sessions are: An Introduction and Orientation to the Community College; The Teaching-Learning Interface (e.g., characteristics of the effective instructor); Teaching Strategies; Planning for Instruction; and Instructional Evaluation, Testing, and Grading. Two additional examples of inservice training programs for adjunct faculty are those proposed by Johnson (1976) and Grymes ([1977]). An interesting proposal in Grymes' training program is the use of self-instructional materials as one strategy for presenting the curriculum to those part-time instructors who, because of time limitations, are unable to attend the on-campus workshops. These materials could include programmed texts, workbooks, and audio/video slide modules.

## Summary

The literature on part-time instructors in community colleges can be summarized as follows: (1) part-time instructors now account for over 56 percent of the total number of faculty members in the two-year college — nonetheless, little information exists on the impact this segment of the instructional staff has had on the quality of a college's educational program; (2) at most institutions, part-time instructors are still not given the same opportunities, support services, or responsibilities as their full-time counterparts — however, research has not been conducted on the effects these policies have on the instructors' ability to perform their roles effectively; and (3) a number of community colleges have instituted professional development programs for their part-time faculty — yet few evaluation reports are available on the extent to which these programs helped participants develop personally or professionally. Research is needed on identifying factors that can enhance the contribution part-time faculty members can make to their students, colleagues, instructional programs, and the institution itself.

Jack Friedlander
UCLA

## BIBLIOGRAPHY

**American Association of Community and Junior Colleges.** *1978 Community, Junior, and Technical College Directory.* Washington, D.C., 1978.

**American Association of Junior Colleges.** *1972 Junior College Directory.* Washington, D.C., 1972.

**Behm, Robert, and Others.** *Accentuating the Professional Role of Part-Time Faculty.* Unpublished paper, [1977]. 11 pp. ED 143 401.

**Bender, Louis W., and Breuder, Robert L.** "Part-time Teachers — 'Step Children' of the Community College." *Community College Review, 1* (1): 29-37; April 1973.

**Clark Technical College (Ohio).** *Clark Technical College Adjunct Faculty Handbook.* Springfield, Ohio, [1977]. 46 pp. ED 144 64[illegible]

**Cohen, Arthur M.** *Instructional Practices in the Humanities, Fall 1977.* Los Angeles: Center for the Study of Community Colleges, 1978. (ED number not yet assigned).

**Cohen, Arthur M., and Brawer, Florence B.** *The Two-Year College Instructor Today.* New York: Praeger Publishers, 1977.

**Cohen, Arthur M., and Hill, Andrew.** *Instructional Practices in the Sciences, Spring 1978.* Los Angeles: Center for the Study of Community Colleges, 1978. (ED number not yet assigned).

**College of the Mainland (Texas).** *Part-Time Faculty Handbook.* Texas City, Texas, [1976]. 39 pp. ED 136 894.

**Elwood, William F., Jr.** *The Development of a Curriculum for a Community College Teaching Workshop for Adjunct Faculty.* Sanford, Fla.: Seminole Community College, 1976. 29 pp. ED 129 395.

**Ernst, Richard J., and McFarlane, Larry A.** "Are We Short-changing Our Students by Using Part-Time Faculty?" *New Directions for Institutional Research: Employing Part-Time Faculty, No. 18.* San Francisco: Jossey-Bass, Summer 1978.

**Ferris, Peter.** *The Part-Time Instructor in the Los Rios District: An Analysis.* Sacramento, Calif.: Los Rios Community College District, 1976. 14 pp. ED 121 364.

**Friedlander, Jack.** "Instructional Practices of Part-Time and Full-Time Faculty." *Community College Review, 6* (3); Winter 1979.

**Grymes, Robert J., Jr.** *Staff Development for Adjunct Faculty.* Unpublished paper, [1977]. 15 pp. ED 148 409.

**Guichard, Gus, and Others.** *Part-Time Employment.* Sacramento: California Community Colleges, Office of the Chancellor, 1975. 23 pp. ED 111 464 (Available in microfiche only).

**Hammons, Jim; Wallace, Terry H.S.; and Watts, Gordon.** *Staff Development in the Community College: A Handbook. Topical Paper No. 66.* Los Angeles: ERIC Clearinghouse for Junior Colleges, 1978. 74 pp. ED 154 887.

**Harris, David A., and Parsons, Michael H.** *Adjunct Faculty: A Working System of Development.* Hagerstown, Md.: Hagerstown Junior College, 1975. 12 pp. ED 115 318.

**Johnson, Milo P.** "Staff Development for Part-Time Vocational Instructors." In J. Lombardi (Comp.), *Staff Development Programs for Part-Time Occupational-Vocational Instructors: An ERIC Brief.* Los Angeles: ERIC Clearinghouse for Junior Colleges, 1976. 18 pp. ED 116 732.

**Kennedy, Gerald.** "Preparation, Orientation, Utilization and Acceptance of Part-Time Instructors." *Junior College Journal, 37* (7): 14-15; April 1967.

**Lombardi, John.** *Part-Time Faculty in Community Colleges. Topical Paper No. 54.* Los Angeles: ERIC Clearinghouse for Junior Colleges, 1975. 62 pp. ED 115 316.

**Lombardi, John** (Comp.) *Staff Development Programs for Part-Time Occupational-Vocational Instructors: An ERIC Brief.* Los Angeles: ERIC Clearinghouse for Junior Colleges, 1976. 18 pp. ED 116 732.

**Marsh, John P., and Lamb, Terry (Eds.)** *An Introduction to Part-time Teaching Situation with Particular Emphasis on Its Impact at Napa Community College.* Unpublished paper, 1975. 46 pp. ED 125 683 (Available in microfiche only).

**Moe, Jackie.** "A Staff Development Model for Part-Time Instructors." In T. O'Banion (Ed.), *New Directions for Community Colleges: Developing Staff Potential, No. 19.* San Francisco: Jossey-Bass, Autumn 1977.

**Montgomery College (Md.).** *Part-Time Faculty Handbook, 1975-76.* Rockville, Md.: Montgomery College, [1975]. 60 pp. ED 112 980.

**Petersen, Allan L., and Others.** *Legislation and Part-Time Employment.* Sacramento: California Community Colleges, 1976. 60 pp. ED 134 256.

**Sewell, Donald H., and Others.** *Report on a Statewide Survey about Part-Time Faculty in California Community Colleges.* Sacramento: California Community and Junior College Association, 1976. 40 pp. ED 118 195.

These ERIC documents, unless otherwise indicated, are available on microfiche (MF) or in paper copy (HC) from the ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, VA 22210. The MF price for documents under 480 pages is $0.83. Prices for HC are: 1-25 pages, $1.67; 26-50, $2.06; 51-75, $3.50; 76-100, $4.67. For materials having more than 100 pages, add $1.34 for each 25-page increment (or fraction thereof). Postage must be added to all orders. Abstracts of these and other documents in the Junior College Collection are available upon request from the ERIC Clearinghouse for Junior Colleges.

**ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES**

Arthur M. Cohen, *Principal Investigator and Director*

The Clearinghouse operates under contract with the National Institute of Education of the U.S. Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of NIE and no official endorsement by NIE should be inferred.

University of California
ERIC Clearinghouse for Junior Colleges
96 Powell Library
Los Angeles, California 90024
EE 36

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 19 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.